DOCUMENT RESUME

ED 289 844 SP 029 719

AUTHOR Read, Karen Elizabeth
TITLE An Annotated Bibliography Concerning Teacher Stress and Burnout: Causes and Management Techniques.
PUB DATE Jun 87
NOTE 49p.; Exit Project, Indiana University at South Bend. Light print may affect legibility.
PUB TYPE Reference Materials - Bibliographies (131) -- Information Analyses (070)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Educational Environment; Elementary Secondary Education; Organizational Climate; *Stress Management; *Stress Variables; Teacher Attitudes; *Teacher Burnout; Teacher Morale; Teaching Conditions

ABSTRACT

This study examined the causes of teacher stress and the stress management techniques that are available. An annotated bibliography of research reports on the causes and management of stress focuses upon the areas of the classroom, the school organization, and individual and personal factors. The purpose of the study was to present evidence supporting the concept that individual stress management plans are a necessary tool for teachers and are available. A second purpose was to call attention to the fact that the organizational structure of school systems is a contributing factor to teacher stress. Possible structural changes, as well as improved staff development programs, that could help teachers meet the demands placed upon them are suggested. A glossary of terms and descriptions of testing instruments are included. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED289844

AN ANNOTATED BIBLIOGRAPHY CONCERNING TEACHER STRESS AND BURNOUT: CAUSES AND MANAGEMENT TECHNIQUES

by
Karen Elizabeth Read
Graduate Student

Study Directed
by
Charles R. DuVall, Ph.D.

Course E/S-591--Exit Project
Indiana University at South Bend
June, 1987

SP 029 719

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. Read

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

TABLE OF CONTENTS

INTRODUCTION.....1

STATEMENT OF THE PROBLEM.....3

PURPOSE OF THE STUDY.....3

LIMITATIONS OF THE STUDY.....4

GLOSSARY
Terms.....5
Testing Instruments.....7

ANNOTATIONS
I. Causes of Stress.....10
A. Classroom/Individual.....10
B. Organizational.....16
II. Stress Management Technicues.....23
A. Classroom/Individual.....23
B. Organizational.....29

SUMMARY/CONCLUSION.....36

RECOMMENDATIONS.....40

REFERENCES.....41

BIBLIOGRAPHY.....42

INTRODUCTION

The amount of research and literature regarding stress and burnout has been increasing over the past decade. Definitions of stress and burnout vary within the vast amounts of literature available. Pines and Aronson, in their book Burnout, identified burnout as a state of physical, emotional and mental exhaustion.(1) Maslach defined burnout as a syndrome of emotional exhaustion and cynicism that frequently occurs among individuals who do "people work".(2) Cherniss defined burnout as a process where previously committed professionals disengage from their work because of stress experienced on the job.(3)

School teachers are one of the highest risk groups susceptible to burnout, according to Michael Lauderdale, director of the University of Texas School of Social Works' Research Center, who has researched burnout for the past ten years.(4) In their investigation of burnout, Pines and Aronson also found the occupations that were hardest hit were the "helping professions". These professions were considered emotionally taxing and were client orientated.(5) The teaching profession fell into this category. The first year teacher goes into a teaching position enthusiastically, ready to share his/her knowledge and time with the students. Pines and Aronson stated that many times this enthusiasm fades.(6) A teacher's feeling of success frequently stems from feedback given by administrators, parents and students. If this feedback is not received or if the teacher is

unprepared for the environment in which he is working, problems develop. This lack of positive reinforcement, as well as any personal or psychological problems the teacher may have, could be the beginning causes of stress and burnout.(7) When these situations are not remedied, stress could lead to burnout in as few as four or five years.(8)

To help retain enthusiasm and dedication to their profession, teachers need to be able to identify the warning signs of extreme stress. Stress not only affects them but also affects their classroom and home environment. Methods to positively relieve extreme stress, as well as basic knowledge of various coping strategies to help deal with everyday situations in and out of the classroom, should be available to teachers.

In addition to stress awareness by teachers, school systems also need to be able to identify organizational stressors that may be affecting their staff. Elements of the school system structure could be contributing factors to teacher stress. Stress reduction should be a concern in the school organizational system and to the individual teacher.

STATEMENT OF THE PROBLEM

Teachers need to recognize the causes of stress and be aware of the stress management techniques available. The school organizational systems need to recognize that their present structures are contributing to teacher stress. They need to be involved in the reduction and management of that stress.

PURPOSE OF THE STUDY

In this study, research concerning individual and organizational stress was examined. The factors causing stress as well as stress management techniques for the individual and the school organization were presented in this paper. The purpose of this study was to present evidence supporting the concept that individual stress management plans are a necessary tool for teachers and are available. A second purpose was to call attention to the fact that the organizational structure of school systems is a contributing factor to teacher stress. Possible structural changes, as well as improved staff development programs, were presented that could help teachers meet the ever-changing demands placed upon them.

LIMITATIONS OF THE STUDY

One limitation that hindered this study concerned the validity of the instruments used to measure stress and burnout in most of the research collected. Many different surveys, questionnaires, and inventories were defined and used, but few had extensive testing to verify reliability and validity. Most of the measurement devices were relatively new. They were tested on small samples and declared valid and reliable by the authors of the studies. It was questionable whether the instruments had been tested enough to be assessed as valid and reliable.

GLOSSARY

Terms

behavioral indicators-behavior signs that signal stress. Examples: decreased performance levels, increased alcohol or drug abuse, increased cravings in food, increased smoking, inability to concentrate, disorganization.

career stages-stages of development in one's career from the beginning years to retirement that are influenced by one's needs, abilities and personal and organizational environment.

cognitive restructuring-the structured changing of one's ideas, beliefs and/or perceptions.

coping-(also coping strategies or coping skills)those strategies or skills used to help deal with stress and it's effects.

external sources-sources of stress from family or work situations. Examples: marital or family problems, health problems, lack of job security, work overload, financial difficulty.

internal sources-sources of stress related to cognitive thinking (ideas, beliefs, perceptions)

interpersonal stressors-stressors that develop from relationships with other people.

job dissatisfaction-negative feelings about one's work and own competence.

locus of control-the degree of feeling in control or having influence over the events occurring around one.

organizational stressors-(also environmental stressors, work stress) those stressors that develop from the environment of the work place, relating to staff relationships, structure and climate, career development or role in the organization.

physical risk behaviors-related to behavioral indicators. Those negative behaviors that affect the physical well being related to stress. Examples: increased use of drugs or alcohol.

physiological indicators-physical signs of stress that affect the body. Examples: increased blood pressure, increased heart rate, abnormal breathing, tension, increased sweating.

psychological indicators-(also emotional indicators) emotional signs of stress. Examples: resentment or suspicion of supervisors, confusion, anxiety, anger, lack of interest, withdrawal, excessive worrying, increased fears, moodiness.

role ambiguity-unclear role expectations in one's work.

role conflict-demands made in one's work that are incompatable.

role insufficiency-inadequate resources to meet role expectations in one's work.

role overload-lack of time or ability to meet role expectations in one's work.

social stressors-stressors that are externally produced by interaction between individuals and their environment.

staff development-(also professional development or career development) methods, inservices or programs to help improve one's knowledge and abilities in professional area.

stress management-a method of identifying stress signs and sources and then developing a plan to reduce or alleviate that stress.

stressor-(also role stress)the presence of demands from one's self or environment that the person is unable to satisfy, thus causing a threat.

support groups-group sessions where one discusses stressors and concerns to facilitate effective stress management possibilities.

time management-the process of structuring one's time to facilitate a reduction of stress and increase the possibility of attaining personal and professional goals.

work related behaviors-related to psychological indicators. Those negative behaviors at the work site that result in stress. Examples: absenteeism, decreased work performance

Testing Instruments

A State Trait Anxiety Inventory-instrument to measure levels of anxiety.

Clark Teacher Occupational Stress Factor Questionnaire-instrument that measures occupational stress factors.

Environmental Stress-instrument to measure most frequent environmental stressors.

Environmental Stress Survey-instrument to measure environmental factors that relate significantly to teacher stress.

Everly Personal Lifestyle Survey-instrument that assesses general responses to stress, adaptive coping and maladaptive coping.

External Support Instrument-instrument used to find which subjects are using external support systems and to what degree.

Gregorc Professional Development Profile-instrument to help one find 1)where he/she is professionally 2)personal goals 3)organizational goals 4)how much should be accomplished in a set amount of time 5)how much effort from the organization is needed to continue career development.

Internal Coping Skills-instrument designed to find which persons feel life is shaped by their own behavior and which feel it is shaped by external factors.

Job Satisfaction Index-Needs Satisfaction in Work Survey D-instrument that provides a general view of job satisfaction. It measures the degree that the person's job meets his individual needs.

Lang Stress Management Inventory-instrument that assesses positive and negative behavior in regards to stress management.

Life Experience Stress Level(LESL)-instrument developed from the Social Readjustment Scale. Ten items that received the highest stress rating on the Readjustment Scale were given new ratings and then used on the LESL. To find LESL, subjects were asked verbally, "Have any of the following events occurred in your life in the past twelve months?" and scores were then totaled to find stress level.

Maslach Burnout Inventory-instrument to assess burnout using three scales: emotional exhaustion, depersonalization, and personal accomplishment. All three areas are measured for frequency and intensity.

Norwicki Strickland Scale-instrument that measures the amount of locus of control perceived by the test taker.

Organizational Health Instrument Form B-instrument to help significantly discriminate between healthy and unhealthy schools in areas of leadership, cohesiveness, adaptiveness, morale, resource utilization and optimal power equalization.

Palmer Sweat Index-instrument that measures the number of functioning sweat glands in a four square millimeter area of the finger tip.

Perceived Needs Survey-instrument measuring delivery mode preferences and reporting inservice and staff development concerns.

Perception of Stressors-instrument to find subject's perception of commonly reported stress.

Porter Need Satisfaction Questionnaire-instrument to measure security, social, esteem, autonomy and self actualization needs.

Stress In Schools-using a Likert scale, this instrument measures organizational stress items and individual health manifestation items.

Stress Profile for Teachers-instrument that examines job related stress in six areas: student behavior, employee/administrator relations, teacher/teacher relations, parent/teacher relations, time management and intrapersonal conflicts. Physical, psychological and emotional symptoms of stress are also assessed.

Stress Prone Personality Inventory-instrument to gain information of teachers' adaptive capacities. Indicates degree of vulnerability to stress.

Teacher Attitude Survey-instrument that is a modified version of the Maslach Burnout Inventory. In addition to items from the MBI, items relevent to teacher satisfaction and stress in regards to frequency and intensity are included.

Teaching Events Stress Inventory-using a seven point Likert scale, this instrument measures teacher responses as to how certain items apply to them as potential stress producing events related to teaching.

Teacher Stress Scale-instrument to identify factors of teacher stress and job dissatisfaction.

Williams Questionnaire Work Related Stress for Teachers-instrument to survey stress factors experienced by teachers and the frequency and intensity of each.

ANNOTATIONS

I. CAUSES OF STRESS

A. Classroom/Individual

McIntyre, Thomas. "Factors Related to Burnout: A Review of Research." RESOURCES IN EDUCATION April 1982 ED218 908

A study including 469 special education teachers was conducted to determine possible variables with respect to teacher burnout and the degree of burnout. The study considered psychological factors, background and locus of control variables. The questionnaire had three sections: personal background, Maslach Burnout Inventory, and Norwicki Strickland Scale(measured locus of control). Results from this study identified factors possibly relating to burnout as locus of control, age, sex, area of college preparation (in regular classroom or special education classroom), years of experience, and the desire to remain in teaching.

Faas, Larry. "Stress: Producing Factors and Their Effects on Learning Disabilities Specialists, Regular Educators, and Other Special Educators." RESOURCES IN EDUCATION February 1984 ED249 706

A study was conducted using 274 Arizona regular, special education teachers and administrators to find possible stress producing factors and their effects. Each subject filled out a descriptive questionnaire and then a fifty-two item survey marking to what extent they agreed or disagreed with statement on stress and stress producing factors. They were also asked to indicate how frequently they experienced stressful situations and their effects(daily, 2-7 days, 8-14 days, 15-30 days, or never). When the collected information was reviewed, paperwork, disinterested parents, procedural red tape, discipline and behavior problems ranked as high stressors from all three subject groups. Learning disabled specialists ranked scheduling problems a high stressor. Mentally handicapped specialists ranked IEP conferences a high stressor. Emotionally handicapped teachers said dealing with aggressive and hostile students and parents were high stressors. Twenty percent of the respondents said they experienced stress weekly and 66% said they experienced depression monthly.

Linville, Malcohm E. and Belt, Jacquelyn F. "Preventative Therapy: Helping Teachers in Training to Deal With Future Stress in the Classroom." RESOURCES IN EDUCATION February 1982 ED219 360

This presentation was conducted to give preservice teachers time to examine the nature of stress, job and life situations that cause stress and to become aware of symptoms and methods to handle it. Included in the program was a study of thirty inservice teachers who were asked to list some conditions that contributed to stress. Discipline problems, amount of preparation and paperwork, conflicts with parents and conflicts between family and school expectations were listed as high stressors.

Hill, John W.; Parker, Tommie. "Utilizing a Mental Health/Education Outreach Training Model to Prevent Special Education Teacher Career Attrition." RESOURCES IN EDUCATION May 1983 ED253 038

The mental health/education outreach training model was presented in this paper. It was stated that many teachers were dealing with "problem ownership". Many times, these problems stem from outside the classroom but were brought in by the children. Excessive problem ownership led to stress and burnout.

Meinke, Dean L. and others. "Perceived Stress Events By Teachers." RESOURCES IN EDUCATION August 1982 ED222 448

Eighty-nine elementary and secondary teachers from rural and suburban districts were asked to participate in this study. Many had several years of teaching experience. Teachers were asked to respond to fifty items related to stress and the classroom or school settings. The Likert type scale was used(1 meaning no stress to 7 meaning catastrophic stress). The teachers were to rate the severity of the items. Majors factors that these teachers said related to stress were behavior of students, teacher relationships and union activities.

Raqueoaw, Jayne and deHaas, Patricia A. "Factors Influencing Teacher Burnout." RESOURCES IN EDUCATION May 1984 ED256 980

In this study, 101 high school teachers from Ohio were given the Maslach Burnout Inventory (MBI) to check their stress level. A demographic questionaire was also given to look for relationships between the stress level and demographic profile. The results of the MBI showed that all subjects scored in the mocerate range stress level. No significant relationships were found between the cemographic profile and the MBI suoscales. Further questionnaires did show that 60% of the subjects had seriously considered leaving the profession, 50% say they would have left if a replacement job had been available. They listed the major sources causing stress as 1)lack of positive reinforcement from parents and students. 2)unmotivatec students and 3)discipline problems.

Welsh, Frances C. "Research-Based Answers to Questions About Stress and Burnout." RESOURCES IN EDUCATION April 1983 ED235 596

A survey was conducted in twenty-seven rural, urban and suburban schools in South Carolina concerning stress and burnout. The survey contained three sections: personal data, sources of stress in schools and symptoms of stress. High sources of stress were found to be notification of unsatisfactory performance, the last week of school, overcrowded classrooms and managing disruptive students. The three highest rated symptoms of stress were tiredness, being emotionally exhausted and anxious.

Burden, Paul R. "Personal and Professional Conflict: Stress for Teachers." RESOURCES IN EDUCATION February 1982 ED218 272

This study was to determine teachers' perception of their personal and professional development. Fifteen elementary teachers were interviewed and most agreed that their personal and professional lives affected one another. Most stated that the personal aspect affected the professional aspect positively, and the professional aspect affected the personal one both positively and negatively. In this study, respondents stated that it was hard to separate the two aspects. Those interviewed said the main demand from the teaching profession was a personal time commitment. The stresses that were relayed by those interviewed were the energy required to run a classroom, state and federal guidelines required, paperwork, accountability, conflicts with parents, and competitiveness among teachers.

Beasley, Carol R. and others. "On-The-Job Stress and Burnout: Contributing Factors and Environmental Alternatives in Educational Settings." RESOURCES IN EDUCATION April 1983 ED 242 727

A study was conducted using regular and special education teachers to determine the level of stress and burnout within these groups, whether teachers and classroom setting characteristics were associated with various levels of stress and burnout, what teachers identified as ways to reduce stress and burnout and what administrators viewed as feasible ways to reduce stress and burnout within their setting. A random sample of elementary and secondary teachers was chosen in Utah and 606 usable questionnaires were returned. The survey instruments used were: Maslach Burnout Inventory, Stress Profile for Teachers and a demographic and job related questionnaire. There was no difference found in the level of burnout between regular and special education teachers on the MBI. Both groups scored in the moderate range. The same results were reported on the Stress Profile. Of those surveyed, 3.3% fell into the high level of burnout. There were several young teachers included in this high level. Time management was listed as most stressful for regular and special education teachers. The special education teachers also reported parent/teacher relationships a high stressor.

Harris, Karen R; and others. "Teacher Characteristics as Related to Five Dimensions of Teacher Stress, Sex and Age." RESOURCES IN EDUCATION April 1984 ED246 035

This study investigated the importance of teacher characteristics, personality, ideology, gender, age, locus of control and pupil control orientation in relation to stress. Five factors of teacher stress were considered: professional inadequacy, principal-teacher professional relationships, collegial relationships, group instruction and job overload. Four out of five of these factors had indications of higher levels of stress among authoritarian orientated teachers as compared to humanistic orientated teachers. (The exception was collegial relationships). High levels of stress were reported in three out of the five areas related to locus of control. (The exceptions were collegial relationships and overload). Teachers reporting less stress were those who felt professionally capable of helping their students learn and had been given the responsibility to do so. They had developed an internal locus of control. In this study, it was found that male teachers tended to be more authoritarian orientated teachers than females.

Hudson, Floyd; Meagher, Kathleen. "Variables Associated with Stress and Burnout of Regular and Special Education Teachers. Final Report." RESOURCES IN EDUCATION 1983 ED239 471

The purpose of this study was to investigate the extent of teacher stress and burnout in the Midwest using a stress and burnout questionnaire. It was to also identify and analyze variables associated with stress and burnout for these teachers. Two hundred teachers from Iowa, Kansas, Missouri, and Nebraska were interviewed by telephone using nine different scales. The scales used were: a demographic, Stress Prone Personality Inventory, Life Experience Stress Level, Internal Coping Skills, External Supports, Perception of Stressors, Environmental Stressors, psychological and physiological symptoms and reaction to stress. Results from eighteen research questions were discussed. No major differences between regular and special education teachers were found in terms of teacher stress. Most frequent stressors mentioned were working relationships with other teachers and behavioral problems. Of those interviewed, 31% said they were burned out or getting there. From the scales used, this 31% were found to be more vulnerable to stress-related problems, more externally controlled, had few support groups or made little use of them, found teaching very stressful, had psychological and physiological symptoms of stress and related negatively to stress. From this study, 40% said they wouldn't enter the teaching field if they had a second chance and 65% said they would not encourage children to enter teaching. Results from questions asked to women about family care showed 50.5% reported full time teaching and full time home responsibilities very stressful.

Kreis, Kathleen. "The Relationship Between Job Satisfaction and Needs Fufillment Among Urban High School Teachers." RESOURCES IN EDUCATION April 1983 ED230 656

This study examined burnout as related to job satisfaction. From a high school in a major city of the northeastern United States, 487 teachers participated. The instruments used in this study were the Job Satisfaction Index and Needs Satisfaction in Work Survey Part D. Demographic questions were also used. The relationship between job satisfaction and need fulfillment was confirmed in this study. Job satisfaction increased or decreased as the number of needs were fufilled. Attitudes were also found to be an important indicator in job satisfaction and whether needs were being met. Burnout occurred when satisfied teachers became dissatisfied with their work or work environment. In the results of the surveys, it was found that teachers in the same schools having the same resources available had differing opinions as to whether their needs were being met.

Berry, Barnett. "Why Miss Dove Left and Where She Went: A Case Study of Teacher Attrition in a Metro School System in the Southeast." RESOURCES IN EDUCATION April 1985 ED256071

A case study of teacher attrition in one metropolitan school system in the southeast was conducted to find out possible reasons for why teachers left and where they went. During the 1983-1984 school year, 210 teachers resigned. Twenty-one percent left because of dissatisfaction in their jobs. These teachers said they left because of frustration with a poor administration, poor student discipline, little teacher control, large classes, excessive paperwork, "Mickey Mouse" duties, uncooperative or unsupportive parents, stressful atmosphere and the valuing of mediocrity in the schools. Frustrations with the working conditions were the primary reasons for leaving the profession. Twenty-four percent left because of retirement or health reasons. Some of these teachers had retired early because of significant work life problems, such as apathy of students, discipline and lack of administrative support.

Wangberg, Elaine G. "Educators in Crisis: The Need to Improve the Teaching Workplace and Teaching as a Profession." RESOURCES IN EDUCATION March 1984 ED242 689

This study was conducted to determine female elementary job satisfaction and factors related to dissatisfaction. There were 255 subjects from different parts of the United States surveyed. Teacher questionnaires used to collect information contained items about personal background, job expectations and satisfactions, perception of working conditions, perception of career importance and career options for women. Of those surveyed, 40% said they would not choose teaching as a career if given a second change because of working conditions. Those factors causing job dissatisfaction were poor working conditions, increases in paperwork, declining status of teachers and the availability of other job options. From this study, the Teacher Stress Scale was developed to identify factors of teacher stress and dissatisfaction. After analyzing the data from the study, nine factors of teacher stress and dissatisfaction were found. These factors were burnout and dissatisfaction, environment, work rewards, "caretaker" personality, "other" control, physical symptoms, overload, perfection, and health habits. Each of these topics were described in detail.

B. Organizational

Guota, Nina; Jenkins, G. Douglas Jr. "Work Role Stress Among Female and Male Public School Teachers." RESOURCES IN EDUCATION August 1981 ED211 497

Twenty-five teachers in southwest United States were interviewed in their homes about what they considered to be stressors in their lives. The interviews were conducted by trained personnel. Contents in the interview related to present job related stressors, interpersonal organizational stressors, the extent to which respondents experienced stress, to what extent they experienced physiological, psychological and behavior symptoms, and demographic and background characteristics. Results indicated that women experienced more stress than men. The three most frequently mentioned stresses were role overload(too much work), role ambiguity(unclear job definition), and role conflict(demands on teachers that conflict). Women found job responsibility conflicts the most serious stressor and men found role insufficiency and feedback serious stressors. The study also showed that stress resulted in psychological strains for men and women. Role stress was found to be related to physiological and behavioral strain symptoms.

Friesen, D.; Richards, D. "Organization Stress Experienced by Teachers and Principals." RESOURCES IN EDUCATION April 1984 ED253 942

This study was conducted to identify stressors of teachers that occurred in the work experience and the intensity and frequency of these stressors. The questionnaire used was the Williams Questionnaire Work Related Stress for Teachers(1981). In Alberta, Canada, three hundred teachers participated. From the results, teachers listed role overloads, relationships with supervisors and work load as most stressful. It was found from this study, that stress was related primarily to job dissatisfaction not from background or personal life stress. Teachers in this study faced highly stressful experiences frequently.

Farber, Barry A. "Stress and Burnout: Implications for Teacher Motivation." RESOURCES IN EDUCATION March 1982 ED222 483

A study was conducted in New York using 398 public school teachers to determine teachers' attitudes towards their job and stress. The Teacher Attitude Survey (TAS) was the instrument used. The first section of the survey was demographic. Twenty-five statements followed about professional work and forty additional items were added that were exclusively related to teachers. A seven point Likert type scale for both intensity and frequency of agreement was used. The items were then ranked according to frequency and intensity as sources of stress. Many thought their school administrations were unhelpful. Excessive paperwork and lack of advancement opportunities were also listed as high stressors.

Farber, Barry A. "Teacher Burnout: Assumptions, Myths, and Issues." RESOURCES IN EDUCATION 1982 ED229 369

In this study, 693 teachers from New York State were surveyed using The Teacher Attitude Survey. Teachers of all grade levels were represented in the sample. They had been employed an average of thirteen years. Of those surveyed, 10% of suburban and 21% of urban teachers felt burned out. From the results, over 86% suburban and 90% urban teachers surveyed felt that administrative meetings were rarely helpful in meeting teachers' needs. Sixty-two percent suburban and seventy-six percent urban felt they had little support from the administration and that parents did little to help them. The survey also showed that the rate of burnout among urban teachers stayed the same throughout the school year and the rate of burnout among suburban teachers dropped as the school year progressed.

Hubert, John A.; and others. "The Relationship of Teacher Stress to Organizational and Role-Related Stressors." RESOURCES IN EDUCATION April 1984 ED246 524

A study was conducted to determine the relationship between school organizational stressors and teacher stress using an exploratory path analytic model. The model included three stress variables (emotional exhaustion, depersonalization and degree of personal accomplishment), school organizational health characteristics, a motivational variable and three variables for statistical control. The instruments used were the Maslach Burnout Inventory to measure perceived teacher stress, the Porter Need Satisfaction Questionnaire to measure needs satisfaction and the Organizational Health Instrument Form B to help discriminate between healthy and unhealthy schools. There were 786 teachers from fifty Connecticut schools that participated. When the data was examined, it was reported that the variation of stress was strongly related to selected organizational health variables (resource utilization, optimal power equalization and morale). Results indicated that individual stress varied in all schools. Need satisfaction played a distinct role in teacher stress. It was also found that organizational health variables accounted for more differences in teacher stress within schools rather than between schools. Teacher stress varied depending on how each individual used the school's resources.

Bacharach, B. Samuel. "Organizational Analysis of Stress: The Case of Elementary and Secondary Schools." RESOURCES IN EDUCATION 1983 ED243 179

In this study, the relationship between stress and the characteristics of the organization were explored. Forty-two elementary and forty-five secondary schools participated in the study. Stress was measured using a self report inventory in terms of psychological and physiological components. Teachers were asked to rate their stress to significant variables. The major stress variables listed by the teachers were participation in decision making and locus of control, role ambiguity, supervisors and their leadership techniques, career development, communication within the system, and classroom environment. From the results of this study, it was concluded that the organizational work processes and structure did have effects on teacher stress.

Mersky, Ronald. "Management Practices: A Major Cause of Stress Among Teachers." RESOURCES IN EDUCATION November 1983 ED253 918

Twelve schools, six elementary and six secondary, volunteered to participate in a study to look at task-based stress in rural areas of Kentucky. A fifty-one item instrument was used to question 289 teachers. This instrument was used to compare the task item to the magnitude of stress it created. From the task inventory, it was found that the items that brought the highest degree of stress were associated with management practices. These were items about decisions made that teachers had little control over. High stress levels were also scored concerning student violence and discipline.

Milstein, Mike M. and Golaszewski Thomas J. "Organizationally-Based Stress: What Bothers Teachers. (an end of year perspective)." RESOURCES IN EDUCATION April 1983 ED231 048

The purpose of this study was to establish the level of respondent teacher stress, which is organizationally based, the factors that most likely caused that stress and the predominant ways teachers manifest the stress. In Buffalo, New York, 130 teachers in four urban elementary schools were subjects of this study at the end of the school year. The Stress in Schools instrument was used. Along with this measure, several specific items relating to schools were added. Career development, organizational structure and relationships with co-workers were considered high stressors among participants. The demographic section of the test showed no significant relationships to stress. Those items that were organizationally based stressors to these elementary teachers were lack of materials, insufficient child motivation, discipline problems, and their responsibility for the student's future. More emotional stress was reported rather than physical or behavioral stress. Career development and work relationships also were considered causes of organizational as well as individual stress. Findings suggest that stress programs may need to be selective to meet the needs of specific groups.

Berry, Barnett. "Why Miss Dove Left and Where She Went: A Case Study of Teacher Attrition in a Metro School System in the Southeast." RESOURCES IN EDUCATION April 1985 ED256071

A case study of teacher attrition in one metropolitan school system in the southeast was conducted to find out possible reasons for why teachers left and where they went. During the 1983-1984 school year, 810 teachers resigned. Twenty-one percent left because of dissatisfaction in their jobs. These teachers said they left because of frustration with a poor administration, poor student discipline, little teacher control, large classes, excessive paperwork, "Mickey Mouse" duties, uncooperative or unsupportive parents, stressful atmosphere and the valuing of mediocrity in the schools. Frustrations with working conditions were the primary reasons for leaving the profession. Twenty-four percent left because of retirement or health reasons. Some of these teachers had retired early because of significant work life problems, such as apathy of students, discipline and lack of administrative support.

Schwartz, Henrietta and others. "School as a Workplace: The Realities of Stress; Volume I, Executive Summary; Volume II, School Site Case Studies and the Role of the Principal: Volume III." RESOURCES IN EDUCATION 1983 ED239 009

The purpose of this study was to examine relationships between working conditions and teaching stress. Six schools from two major cities participated. Observation and interviews were conducted by trained field researchers. Besides interviewing teachers, a considerable amount of time was also spent with the principal of each school. Several written instruments were also used in this study. The major stressors stated by the teachers were job and personal security, governance and leadership in regards to the principal and administration, budget cuts affecting supplies, maintenance and salaries, student issues, the lack of respect from the public and barriers to teaching, involving extra duties that get in the way of teaching.

Kreis, Kathleen. "The Relationship Between Job Satisfaction and Needs Fufillment Among Urban High School Teachers." RESOURCES IN EDUATION April 1983 ED230 656

This study examined burnout as related to job satisfaction. From a high school in a major city of the northeastern United States, 487 teachers participated. The instruments used in this study were the Job Satisfaction Index and Needs Satisfaction in Work Survey Part D. Demographic questions were also used. The relationship between job satisfaction and need fulfillment was confirmed in this study. Job satisfaction increased or decreased as the number of needs were fufilled. Attitudes were also found to be an important indicator in job satisfaction and whether needs were being met. Burnout occurred when satisfied teachers became dissatisfied with their work or work environment. In the results of the surveys, it was found that teachers in the same schools having the same resources available had differing opinions as to whether their needs were being met. From this study, it was suggested that effective staff development should depend on teachers and specific needs that need to be fufilled.

Saunders, Robert Ronald and Walker, V. Foster. "Teacher Burnout/Stress Management. An Exploratory Look at an Urban School System in Alabama." RESOURCES IN EDUCATION ED236 109

In Alabama, a study was conducted to document the current stress/burnout level and to examine the relationships between occupational stress and how it was handled. Three instruments of measurement were used to study the reactions of 573 teachers: a demographic questionnaire, the Teacher Occupational Stress Factor Questionnaire and a Personal Lifestyle Survey. Results from the Stress Factor Questionnaire showed that 82% registered some level of stress. From the Personal Lifestyle Survey, it was found that few teachers used positive ways to cope with stress. Many tended to use responses such as anger, frustration or withdrawal. It was found that subjects felt inadequate planning time and economic concerns were very stressful items. Of those surveyed, 65% had at one time seriously considered leaving the profession and 35% said they would have chosen a different career if given a second chance.

Saunders, Ron; Watkins, J. Foster. "Teacher Burnout/Stress Management Research: Implications for Teacher Preparation/Personal Selection/Staff Development." RESOURCES IN EDUCATION 1980 ED225 940

This study was conducted to try to determine relationships between general and occupational stress and selected personal and situational variables. In Huntsville City School, 573 teachers filled out a four page questionnaire. Besides a demographic instrument, The Clark Teacher Occupational Stress Factor Questionnaire and The Everly Personal Life Style Survey were used. The findings of this study showed that the sample gathered was similar to teachers on a national scale with respect to career decision making. A majority of the teachers surveyed said that they were now, or have been, in an ambivalent state in relation to career decisions concerning teaching. The study found that if stress was being felt in either area of occupation or in general, it was also felt in the other area, too. Economic concerns were a major source of stress. Persons having high stress tendencies were characterized as: a female, ages thirty to forty-nine, in a secondary academic area or an elementary self-contained classroom, and were generally not pleased with preservice or inservice graduate training.

II. Stress Management

A. Classroom/Individual

Gmelch, Walter H. "Educators' Response to Stress: Toward a Coping Taxonomy." RESOURCES IN EDUCATION APRIL 1984 ED244 937

This study was conducted with the intent of describing techniques and styles used by educators in reducing stress. The study had two phases. First, the data was collected on specific coping techniques and analyzed for possible cluster categories. The second phase assessed the number used by educators and the frequency of their uses. Questionnaires were mailed to Oregon educators and 1,156 usable forms were returned. From the data collected, these categories were developed:

Social Support Activities (16 coping techniques)
Physical Activities (28 techniques)
Intellectual Activities (12 techniques)
Entertainment Activities (20 techniques)
Personal Activities (16 techniques)
Managerial Activities (32 techniques)
Attitudinal Activities (32 techniques)

To assess use, 125 educators were asked how often each of these categories were used. All categories except physical and personal activity techniques were used at some time. Managerial, attitudinal and social were used most frequently. No one category was used all the time, but a combination of all the categories was used by educators to cope with stress.

Alexandra, Celene. "Reducing Stress Through Guided Imagery and Music For Teachers of Emotionally Handicapped Children." RESOURCES IN EDUCATION February 1984 ED244 445

A series of exercises were administered to four teachers of emotionally handicapped children to help find possible methods to reduce stress for other teachers in this field. The goal of the series was to provide these four teachers with relaxation techniques and then for them to be able to teach these techniques successfully to others. Guided imagery and music were used in the stress reducing exercises. To measure the success of these techniques, the A State-Trait Anxiety Inventory was administered before and after each relaxation session and stress scores were recorded. All four teachers reduced their stress level using the two techniques as measured by the anxiety inventory. In addition, it was reported that all four teachers successfully conducted a series of exercises for a group. Those in the groups also reported additional benefits, using the techniques in the classroom and at home. Lesson plans for the program were included.

Longo, David J. "A Psychophysiological Comparison of the Effects of Three Relaxation Techniques: Respiratory Manipulation Training, Progressive Muscle Relaxation and Pleasant Imagery." RESOURCES IN EDUCATION April 1984 ED248 430

This study was conducted to compare three relaxation techniques: Respiratory Manipulation Training, Progressive Muscle Relaxation and Pleasant Imagery. Twelve college stucents were selected on the basis of their blood pressure levels(less that 130/90) The relaxation instructions were given to each subject individually by a tape recording. The Progressive Muscle Relaxation Technique followed the standard four-major-muscle-group tension/release procedure. During the Pleasant Imagery sample, a scene description was given. Random stimulus and response prompts were offered to enhance imagery. The Respiratory Manipulation Technique was the third method. For this technique, the subject had to breathe out and not inhale for as long as possible. When it was not possible to hold the breath out, the subject was to breathe using two deep breathing cycles and then voluntary breathing was to resume. Each technique took about fifteen minutes. Between each method, modified five minute exercises were utilized to restore students to pretechnique physiological levels. After the completion of each technique, blood pressure, pulse rates and self report measures of relations were recorded. Respiratory Manipulation Training was shown to reduce blood pressures significantly more than the muscle relaxation or pleasant imagery.

Gmelch, Walter H. "Release from Stress." RESOURCES IN EDUCATION 1981 ED209 719

This program was developed to help reduce stress in educators' lives. The first step was to keep a daily log of stressful situations that occur, to identify reoccurring stressors and identify different kinds of stress they encounter for a week. Then using this log, a stress management program was developed to attack the top stressors from the log. The seven steps included stress selection, causes, solutions, plan of action, implementation, evaluation and unintended consequences. Each step was explained and work sheets were provided.

Walley, William V.; Stokes, Joseph P. "Self-Help Support Groups for Teachers Under Stress." RESOURCES IN EDUCATION 1981 ED209 212

Self-help groups were developed in the Chicago Public Schools to provice teachers with a support system in solving work related problems. Each group's members shared a common set of experiences, organized the agenda for the meetings, and relied on each other for support rather than professionals. Teachers asked to be assigned to specific groups. Groups were led by trained volunteer teachers. The training for leaders involved learning listening skills and group feedback facilitation skills. Training also included learning methods of hypnosis, relaxation, nutrition, and exercise. The major drive for this project was to reduce stress-related illnesses by reducing teacher isolation. It's development was for those schools without other alternatives for relieving stress because of financial restraints.

Horowitz, Stephen M. and others. "Wellness Intervention Effects on Lifestyle, Attitudes and Stress." RESOURCES IN EDUCATION April 1985 ED256 243

This study was conducted to find the results of a short term wellness program on lifestyle behavior, health, perceived stress and strains, and job stress. At the University of Michigan, twenty-six nonacademic high level administrators and fifteen faculty members were tested. All completed a Lifestyle Analysis Questionnaire, a maximal exercise treadmill test and had hycrostatic weighing. Results were recorded. Thirty-two of the subjects were put into an intervention group and nine were in the control group. The control group continued its daily routine. The intervention group was to attend an exercise class of forty-five minutes three times weekly for twelve weeks. In these exercise classes, lifestyle educational literature and progressive muscle relaxation techniques were explained. At the end of the twelve weeks, the intervention group showed positive changes physically and had better ability to tolerate environmental work stress. Improved self esteem was noted because of the exercise, life style changes were made in those subjects within the intervention, and there was a reduction in stress related symptoms within this group. Few or no changes were noted in the control group.

Lang, Darrel. "Integrating a Stress Management Mini-Course Into a Personal Health Course." RESOURCES IN EDUCATION 1982 ED228 179

This study was conducted to see if stress management could be improved after completion of a personal health course at Emporia State University. Twenty randomly picked subjects were selected for the experimental group from a group of seventy-three already enrolled in a personal health course. A group of fifteen control subjects from another class were then chosen. All took the validated Lang Stress Management Inventory dealing with stress. The scale used indicated the subjects always, usually or never felt certain stressful feelings. After each class session, the experimental subjects had a fifteen minute treatment session on stress and stress management. The techniques used were sensory awareness, Benson's Relaxation Response, guided imagery, bubbling brook relaxation tape, stair step and standard autogenic relaxation. The subjects were asked to practice the techniques and to keep records of each practice session. The control group had no treatment sessions. Both groups were post-tested using the Lang Stress Management Inventory. It was found that the inclusion of the stress management mini-course was successful in enhancing management skills.

Matthews, Doris B. "The Prevention of Teacher Burnout Through Stress Management." RESOURCES IN EDUCATION 1980 ED213 693

This paper presented a stress management program. The program was divided into five sections. Part 1 included identifying stressful signs; physiologically, psychologically and behaviorally. Part 2 gave possible sources of stress. The different areas examined were external sources, internal sources, behavioral indications, physical risk behaviors and work related behaviors. In Part 3, a stress management plan was examined. This plan included relaxation, cognitive restructuring, health habit changes, situational changes, time management and obtaining social support systems. Part 4 was an explanation of how to implement the stress management plan. An evaluation process was given in Part 5 to help determine if the management program was working successfully.

Riley, Bob E. "Teacher Stress: A Workshop Approach." RESOURCES IN EDUCATION 1981 ED212 607

A Teacher Stress Workshop was described. The workshop was to help teachers recall why they wanted to teach, their successes and strengths. It was also to help identify causes of stress and to investigate stress prevention and management. Main sources of stress listed were unrealistic expectations of self and situational stress such as school procedures and rules. Daily stress relievers were also listed. Relaxation, diet, exercise, time management, time for self and establishing personal and professional priorities were all discussed. Handouts on stress and self expectations for participants in the workshop were included.

Reeves, Cecil. "Stress Management: A Rational Approach." RESOURCES IN EDUCATION July 1984 ED255 839

A workbook to be used in a one day stress management seminar was outlined. In this seminar, ways to identify individual stressors were discussed, coping skills and possible resource tools were presented and stress management plans were developed for individual needs. The participants were put into small groups for warm up activities. Definitions for the vocabulary used and the expectations for the day were listed. Mini-lectures were given on identifying and assessing different stressors and on mental coping with guilt, anger, fear and worry. Activity forms that were to be used with these topics were included. A list of self observable signs of stress were given as well as lists to help in developing a coping behavior. Mental and physical activities that participants could use to manage stress were described.

McManus, John L. "Overview of Stress Effects on Body and Stress Prevention Techniques." RESOURCES IN EDUCATION April 1984 ED248 428

This paper stressed the importance of "anti-stress practices" in daily living. Stress indicators(behavioral, emotional, physical) were defined and discussed. Consequences of prolonged, untreated stress were presented. These include physical disorders, (heart disease, cancer, etc.) as well as the psychological disorders. Relaxation methods were detailed for alleviating stress. Other methods of reducing stress included exercise, nutrition, environmental management, cognitive changes and self help groups. An explanation of each stress management method was detailed.

Fort, Inza L. and others. "The Acute Effect of Aerobic Exercise on Measures of Stress." RESOURCES IN EDUCATION 1978 ED228 204

This study was conducted to investigate the immediate response to stress by using the measure of Palmer Sweat Index and the State Trait Anxiety Inventory and a single session of aerobic activity. For thirty minutes the forty volunteers, twenty males and twenty females, worked on an adjustable treadmill keeping their heart rate at 60% maximum their normal heart rate. The STAI, a psychological anxiety indicator, was administered before and after the exercise. Fingerprints were also taken before and after the exercise for determining enumeration of open pores. The study concluded that stress was effectively reduced through a single thirty minute exercise session, both physically and psychologically.

Swick, Kevin J.; Hanley, Patricia E. "Stress and the Classroom Teacher: What Research Says to the Teacher." RESOURCES IN EDUCATION 1980 ED201 639

Research on stress and its positive and negative effects were discussed in this study. The study labeled factors that produce stress as environmental factors, in school and out of school; interpersonal factors, relationships with others; and intrapersonal factors, self concept stressors. Some stress management techniques were also explained. These included developing support groups to eliminate alienation, identifying job related stress, focusing on strengths and successes in teaching, developing plans to alleviate stress, establishing professional and personal priorities, and maintaining health, physically and mentally.

Lagana, Joseph F. "Unlocking Your Potential." RESOURCES IN EDUCATION October 1984 ED250 806

In this paper, stress was discussed as having positive and negative variables. Several possible variables that might generate stress related to organizational or job situations are discussed. The words "fade-out" were used instead of burnout because of the finality of the latter. Symptoms that may signal fade-out were presented. A handout called Fade-Out Profile and Signals was included. Questions were also listed that could help find stressful areas. Ways to alleviate unwanted stress were described, many involving time management. Suggestions for ways to develop long-term and short-term goals for time life planning were discussed. An extensive bibliography was included on general information on stress, life changing events and disease, physiological patterns, stress management, and stress coping.

B. Organizational

Matthews, Doris B. and others. "Prevention of Teacher Burnout: The Challenge of the Future." RESOURCES IN EDUCATION February 1985 ED254 517

This paper stated that organizations can contribute to burnout when the expectations of the schools were too high, unclear or frequently changing. Burnout came when the schools fail to provide an environment where employees could achieve those expectations. To help alleviate this problem, coping strategies were outlined. Some of these strategies were: increasing staff input in decision making, developing a comfortable work environment-the physical surroundings as well as communication networks, making the school structure flexible to accommodate its particular staff, employing time-out periods for staff within the school day, having positive feedback to the staff to let them know their work is significant, preservice training as well as beneficial workshops to help staff be aware of coping methods as well as individual coping stategies. If the organization and management of schools provided a positive growing environment, stressful situations would be reduced for most staff members.

Wood, J.M. "Toward Improving Quality of Work Life in Education." RESOURCES IN EDUCATION August 1981 ED208 566

The need to improve the quality of the educator's worklife based on Walton's definition of the Quality of Work Life is used as a framework for this discussion. Walton's Quality of Work Life had eight areas. One area was labeled "Work and Total Life Space". In this section, ways the school system could help relieve teacher stress and burnout were suggested. These suggestions included job sharing, part time positions, retirement phasing and a teacher working five years was offered one year leave without pay for professional growth or refreshing.

Schwartz, Henrietta and others. "School as a Workplace: The Realities of Stress; Volume I, Executive Summary; Volume II, School Site Case Studies and the Role of the Principal: Volume III." RESOURCES IN EDUCATION 1983 ED239 009

The purpose of this study was to examine relationships between working conditions and teaching stress. Six schools from two major cities participated. Observation and interviews were conducted by trained field researchers. Besides interviewing teachers, a considerable amount of time was also spent with the principal of each school. Several written instruments were used also in this study. The major stressors that were stated from the teachers were job and personal security, governance and leadership in regards to the principal and administration, budget cuts affecting supplies, maintenance and salaries, student issues, the lack of respect from the public and barriers to teaching, involving extra duties that get in the way of teaching. Recommendations were given based on the data collected. These recommendations included better public relations, the need of principals to continue to improve in leadership, management and communication skills, improving and maintaining the work area, improving communication among building staff, improving preservice and inservice training about stressors and coping skills, higher priority on materials and equipment needed for learning, and an assessment of paperwork and nonteaching duties.

Liebes, Sherry. "An Aging Teacher Corps. How Should School Systems Respond." RESOURCES IN EDUCATION April 1983 ED235 553

This study offered ideas to school administrators on how to constructively deal with problems and consequences of an aging, burned-in teaching staff. Burned-in teachers were defined as those who wanted to leave the teaching profession, but because of the economics of the 1980's, this was impossible. In this study, 4,800 teachers, supervisors, administrators, and pupil service personnel from large suburban school systems participated. Seventy-two percent of the participants had taught nine years or more. The Perceived Needs Survey was the instrument of measurement used. The most frequent problems identified from this measure were the need to improve teacher morale and the need to deal with job related stress. Short term intervention suggestions were individual conferences to discuss job related stress, finding personality and environment congruence for teachers, letting teachers plan inservices and making an assessment of teachers' needs. A long term intervention suggestion was the need for a comprehensive system-wide program for staff development. This type of program was explained and forms and lists of intervention strategies were included.

Beasley, Carol R. "The Principal as Facilitator in Reducing Teacher Stress." RESOURCES IN EDUCATION January 1984 ED243 824

From a past study, teachers were asked to identify stress reducers and principals were asked to indicate if the strategies suggested were feasible to implement into their school setting. From the stucy, principals indicated 74% of stress reduction strategies given to them by teachers were manageable. Nineteen items from the feasibility stucy were used to develop the Environmental Stress Survey. Those items ranked by the administrators as not feasible were eliminated. Five elementary school control groups and two elementary experimental schools were used. All schools were given a battery of surveys in November of 1983 and May of 1984. Of the schools that were to receive intervention, the Environmental Stress Survey was used to identify the five factors that received the highest rankings and these were presented to the faculty. The faculty divided into small groups and each stressor was listed on a separate paper. Each group was to brainstorm ideas that their school could use to reduce that stressor. Suggestions were shared and summarized, then given to the principal. Meetings were held between the principal and the researcher until consensus was reached. The strategy proposed helped reduced stress in each area. It was presented to the faculty. Adjustments were made and the plan was implemented. It was evaluated and revised as needed on a monthly schedule.

Howes, Nancy J.; McCarty, Harold. "Participative Management: A Practice for Meeting the Demands of the Eighties." RESOURCES IN EDUCATION March 1982 ED216 435

This paper described the goals, characteristics and outcomes of the Participation Management (PM) structure used in a suburban school district in New York. PM was described as a reorganization of management functions and administrator supervisor responsibilities. The superintendent was still the ultimate authority. Administrative teams, including all principals and main office personnel, were developed. In each building a cabinet, consisting of all administrators and representatives from the teaching staff, served as a problem solving and decision input group. Along with these cabinets, five district level subject area teams were set up for curriculum coordination. The decision making authority for each cabinet or team had a specific network and issues were presented through channels for discussion and approval. An assessment of the program after one year concluded that because more people were involved in decision making, it had decentralized control and evaluation functions. Research found that it widened staff participation in decision making, won staff acceptance, improved staff/administration relationships and reduced conflict over who makes what decision. From these findings, PM was found to be a useful structure in decision making, staff/administration relations, school communication, union relations and encouraged educators' openness to change.

Hylton, Yvonne. "Teacher Center and MINI Awards." RESOURCES IN EDUCATION 1981 ED211 553

This booklet described the Maximum Incentive for Necessary Innovation (MINI) Award Program(mini grants). These were monetary incentives for teachers to help with curriculum, staff development or to study specific professional needs of teachers. This booklet was based on a survey of twenty-seven teacher centers now using the MINI Award program. It was explained how MINI Awards were used, what the cost was, application and evaluation procedures and how projects were monitored. Samples of application forms, recommended guidelines for writing a proposal, explanation of the MINI Award contract, evaluation criteria examples and two announcements of MINI Award Programs were included. Teacher centers that were using the MINI Award program were also listed with their addresses included.

Southern Regional Education Board, Atlanta GA. "Incentive Actions: Career Ladders and Other Incentive Plans for School Teachers and Administrators." RESOURCES IN EDUCATION August 1984 ED252 524

This paper looked at career ladders and other incentive plans for teachers and administrators. Various ideas were summarized from each of forty-one states implementing various programs. Some incentives listed were mentor teacher programs, master teacher programs, financial bonuses, release time to attend conferences, sabbatical leaves, grants for in-school projects and career ladder programs. To receive information on the various programs, names and addresses from each state were given.

O'Connell, Carleen; Hagans, Rex. "Staff Development in Rural Schools." RESOURCES IN EDUCATION November 1985 ED265 009

Because of the changes in the educational system, an older work force, reduction of funds and accountability, administrators need to keep staff development topics relevant to rural needs. Teacher turnover in rural areas is greater than in other areas so the inservices need to be directed to specific teachers' needs rather than long range plans. Information was given in this paper to help examine individual person-professional growth activities that could meet rural staff development needs. Stages of adult development and ways staff development activities could meet these needs were explained. Besides inservice, it was important for administrators to make available follow-up support strategies depending on what career stage the teachers were in, so the staff could adapt the new ideas in their daily work.

Christiansen, Judith and others. "Stages of Teachers' Careers: Implications for Professional Development." RESOURCES IN ECUCATION February 1983 ED227 054

Three stages of teaching, early, middle and later years, were described in this paper. The focus of this paper was to suggest that staff development strategies need to be appropriate for those attending them. It stated that the different career stages have different career needs. Early teachers were described as looking for ways to "survive". Middle year teachers needed to have greater flexibility in thinking and practical instruction in coping with career and family conflicts. Later year teachers have little need for instructional workshops and need opportunities to be instructors in inservice programs. Many need information on stress, retirement and family concerns. It was emphasized in order to keep a teaching staff growing and enthusiastic, staff development must meet the teachers' particular needs.

Burden, Paul R. "Implications of Teacher Career Development: New Roles for Teachers, Administrators and Professors." RESOURCES IN EDUCATION August 1982 ED223 609

In this paper, it stated that teachers' experiences change throughout their career in the areas of job skills, knowledge, behavior attitudes, outlooks, and job events or responsibilities. From a study he had done earlier (1979-1980), Burden developed three stages of teacher development: survival, adjustment and mature. The Gregorc Professional Development Profile was also examined. It was an instrument to help find where a person was in their career, where he should be according to organizational goals, progress being made in a prespecified time limit and what was needed to facilitate continued growth. This tool could be used to help teachers understand their own growth and anticipate and promote future development. Supervisors and administrators need to stay familiar with new research to help encourage and facilitate growth.

Beauchamp, Larry; Borys, Andrea. "A Strategy for Uncovering Teacher Professional Development Needs." RESOURCES IN EDUCATION 1980 ED224 773

This paper described a professional development program to help find specific development needs. It was designed to be used in two sessions. A sample of the program in use was described. In the sample, four university professors, four local administrators and twenty teachers were involved. At the beginning of the first session, the participants were put into small groups to brainstorm. They were to list as many current strengths and concerns in the professional development activities in physical education as they could. The remarks were recorded. Strengths were recorded in this session to avoid it becoming a complaint session. After the list had been made, the strengths and weaknesses were to be rated one of the following: strongly agree, moderately agree, slightly agree, or do not agree. The strengths and concerns were then compiled. The second session of the program focused on the concerns. In small groups again, the participants brainstormed to identify possible action or agencies to alleviate the concern. The results were presented and revisions in the professional development activities were made based on the group reaction.

McCarthy, Bonnie; Popchock, Carole. "Involving Teachers in Continuing Professional Development: A Teacher Center Model." RESOURCES IN EDUCATION December 1980 ED219 359

The Pittsburg Area Center for Teachers (PACT) was described in this paper. PACT was an organization that involved teachers in the development of methods and activities for inservice and professional development programs. The PACT program was based on the belief that inservice activities must be planned with and conducted by teachers. These activities included topical workshops, colleague support groups and teacher networks. In this paper, three parts of the PACT were described: 1)how experienced teachers served as PACT staff representatives. 2)how PACT inservice days were planned including follow through and follow up, and 3)how out of school programs were used and developed. Appended were descriptions, procedures, questionnaires and assessment forms used in the PACT programs and services.

SUMMARY/CONCLUSION

This study examined the causes of teacher stress and the stress management techniques that were available. Research presented in this paper on causes of teacher stress and stress management techniques were divided into two categories: Individual/Classroom and Organizational. This division was necessary to clearly document that teacher stress and stress management does not only involve the classroom environment, but also involves the school organizational environment.

From the research examined, it was evident that there were many well-documented causes of stress relating to the classroom. Disinterested parents, discipline and behavioral problems, problem ownership, unmotivated students, and teacher accountability were frequently listed by many teachers as high stressors. On the individual level, internal and external sources of stress, such as family crises and poor time management, were causing high anxiety levels for some teachers questioned in the studies reviewed.

Individual stress management techniques for teachers were numerous. Relaxation techniques, exercise, and improved diet and health habits have been researched and were recommended for stress reduction. The need to be educated on stress and better lifestyles was documented as a possible method of reducing stress. Cognitive restructuring, personal and professional goal setting and time management plans were presented as researched methods of reducing teacher stress.

A few studies indicated teacher support groups in the social or educational setting helped to reduce stress. One study concluded that stress wasn't effectively alleviated by the use of one single method, but rather through a combination of several activities, including hobbies and entertainment away from the school setting.

In the studies examined, organizationally-caused stress was as well documented as individual/classroom-caused stress. Role conflict, role overload, role ambiguity, and role insufficiency were all listed frequently as high stressors to teachers. Other organizational stressors frequently reported were lack of locus of control, school procedure concerns, unhelpful administrations, economic concerns, lack of professional advancement opportunities, lack of adequate preparation time, lack of decision making participation and poor career development programs.

Organizational stress management plans that were currently being implemented were somewhat limited. There were a few programs involving mini grants, career ladders, staff development and participative management available. Overall, there was little research documenting successful programs in use. Many of the studies made recommendations for the development of programs in these areas and also in the areas of released time for conferences and sabbatical leaves. It also was advised that there is a need for more continued education for administrators in the areas of communication and leadership.

From this study, it was evident that stress and burnout are being recognized as serious problems and are affecting our school teachers. A great deal of research, citing many different factors related to teacher stress, is available. These factors are associated with personal and classroom situations as well as from school organizational structures. If this information is to be beneficial to the educational system, it needs to be presented to teachers and administrators. This knowledge will help to make them better aware of possible contributing factors related to stress and burnout that are within their personal and professional environments.

In addition to being informed of the causes of teacher stress, teachers and administrators also need to be made aware of the many different types of stress management plans already developed and successfully in use. Several individually orientated stress management plans are readily available to help the teacher reduce his/her stress. Not as abundant, though, are stress management plans designed to assist school administrators in reducing organizationally caused teacher stress. Many possibilities were given in this study as to how school systems could help reduce teacher stress in regards to the school structure. Few programs, however, have been developed and implemented. In the school organizational body, a major focus needs to be placed on the development and implementation of organizational stress management plans to accomodate its specific needs. These

plans are a necessity to help staff members effectively control the different stressors brought about because of particular school design or structure. If school systems and individual teachers are both working together to combat teacher stress and burnout, it is inevitable that teachers will retain that desire and dedication to the teaching profession that they had as beginning professionals.

RECOMMENDATIONS

Recommendations made as a result of this study are:

1. The development of a stress management and lifestyle workshop in the continuing education or career development process for teachers in which participation is mandatory.

2. The development of school support systems that meet at designated times throughout the school year when school concerns are discussed by staff members to facilitate improved working conditions.

3. The evaluation of school structures to look for possible stress causes that could be controlled. This could be in the areas of daily scheduling, availability of classroom materials, school procedures, career development, decision making participation or monetary incentive programs.

4. The improvement of methods used in selecting staff or career development programs. Programs chosen should increase professional growth as needed by the given set of teachers. This requires the school leaders to know their staff and document its needs using survey or questionnaire type instruments.

5. The development of monetary incentives as related to extra duties that teachers participate in outside of the classroom. This could be in the area of curriculum planning, development of staff inservice programs, or attendance to career development presentations which later would be reported to the remaining teaching staff. Monies paid in these circumstances would be based on work completed and implemented, not just years of service.

6. The implementation of some type of decision-making process within the school organization that includes teaching staff participation. School systems should look for a type of plan to fit into their structure.

REFERENCES

1 Ayala M. Pines and Elliot Aronson, Burnout (New York: The Free Press, 1980) p. 15.

2 Christina Maslach, "The Client Role in Staff Burnout," Journal of Social Issues, 34(4) (1978), 111-124.

3 Cary Cherniss, Staff Burnout (Beverly Hills: Sage Publications, 1980) p. 18.

4 Michael Lauderdale, "Burnout," U.S.A. Today, 111 (October 1982) p. 11.

5 Pines and Aronson, p. 48.

6 Ibid., p. 20.

7 Ibid., p. 50.

8 Ibid., p. 22.

BIBLIOGRAPHY

Alexandra, Celene. "Reducing Stress Through Guided Imagery and Music For Teachers of Emotionally Handicapped Children." RESOURCES IN EDUCATION February 1984 ED244 445 (23)

Beasley, Carol R. "The Principal as Facilitator in Reducing Teacher Stress." RESOURCES IN EDUCATION January 1984 ED243 824 (31)

Beasley, Carol R. and others. "On-The-Job Stress and Burnout: Contributing Factors and Environmental Alternatives in Educational Settings." RESOURCES IN EDUCATION April 1983 ED 242 727 (13)

Bacharach, B. Samuel. "Organizational Analysis of Stress: The Case of Elementary and Secondary Schools." RESOURCES IN EDUCATION 1983 ED243 179 (18)

Beauchamp, Larry; Borys, Andrea. "A Strategy for Uncovering Teacher Professional Development Needs." RESOURCES IN EDUCATION 1980 ED224 773 (34)

Berry, Barnett. "Why Miss Dove Left and Where She Went: A Case Study of Teacher Attrition in a Metro School System in the Southeast." RESOURCES IN EDUCATION April 1985 ED256071 (15, 20)

Burden, Paul R. "Implications of Teacher Career Development: New Roles for Teachers, Administrators and Professors." RESOURCES IN EDUCATION August 1982 ED223 609 (34)

Burden, Paul R. "Personal and Professional Conflict: Stress for Teachers." RESOURCES IN EDUCATION February 1982 ED281 272 (12)

Cherniss, Cary. Staff Burnout. Beverly Hills: Sage Publications, 1980. (1)

Christiansen, Judith and others. "Stages of Teachers' Careers: Implications for Professional Development." RESOURCES IN ECUCATION February 1983 ED227 054 (33)

Faas, Larry. "Stress: Producing Factors and Their Effects on Learning Disabilities Specialists, Regular Educators, and Other Special Educators." RESOURCES IN EDUCATION February 1984 ED249 706 (10)

Farber, Barry A. "Stress and Burnout: Implications for Teacher Motivation." RESOURCES IN EDUCATION March 1982 ED222 483 (17)

Farber, Barry A. "Teacher Burnout: Assumptions, Myths, and Issues." RESOURCES IN EDUCATION 1982 ED229 369 (17)

Fort, Inza L. and others. "The Acute Effect of Aerobic Exercise on Measures of Stress." RESOURCES IN EDUCATION 1978 ED228 204 (28)

Friesen, D.; Richards, D. "Organization Stress Experienced by Teachers and Principals." RESOURCES IN EDUCATION April 1984 ED253 942 (16)

Gmelch, Walter H. "Educators' Response to Stress: Toward a Coping Taxonomy." RESOURCES IN EDUCATION APRIL 1984 ED244 937 (23)

Gmelch, Walter H. "Release from Stress." RESOURCES IN EDUCATION 1981 ED209 719 (24)

Gupta, Nina; Jenkins, G. Douglas Jr. "Work Role Stress Among Female and Male Public School Teachers." RESOURCES IN EDUCATION August 1981 ED211 497 (16)

Harris, Karen R; and others. "Teacher Characteristics as Related to Five Dimensions of Teacher Stress, Sex and Age." RESOURCES IN EDUCATION April 1984 ED246 035 (13)

Hill, John W.; Parker, Tommie. "Utilizing a Mental Health/Education Outreach Training Model to Prevent Special Education Teacher Career Attrition." RESOURCES IN EDUCATION May 1983 ED253 038 (11)

Horowitz, Stephen M. and others. "Wellness Intervention Effects on Lifestyle, Attitudes and Stress." RESOURCES IN EDUCATION April 1985 ED256 243 (25)

Howes, Nancy J.; McCarty, Harold. "Participative Management: A Practice for Meeting the Demands of the Eighties." RESOURCES IN EDUCATION March 1982 ED216 435 (32)

Hubert, John A.; and others. "The Relationship of Teacher Stress to Organizational and Role-Related Stressors." RESOURCES IN EDUCATION April 1984 ED246 524 (18)

Hudson, Floyd; Meagher, Kathleen. "Variables Associated with Stress and Burnout of Regular and Special Education Teachers. Final Report." RESOURCES IN EDUCATION 1983 ED239 471 (14)

Hylton, Yvonne. "Teacher Center and MINI Awards." RESOURCES IN EDUCATION 1981 ED211 553 (32)

Kreis, Kathleen. "The Relationship Between Job Satisfaction and Needs Fulfillment Among Urban High School Teachers." RESOURCES IN EDUATION April 1983 ED230 656 (14, 21)

Lagana, Joseph F. "Unlocking Your Potential." RESOURCES IN EDUCATION October 1984 ED250 806 (28)

Lang, Darrel. "Integrating a Stress Management Mini-Course Into a Personal Health Course." RESOURCES IN EDUCATION 1982 ED228 179 (26)

Lauderdale, Michael. "Burnout." U.S.A. Today 111(1982):11. (1)

Liebes, Sherry. "An Aging Teacher Corps. How Should School Systems Respond." RESOURCES IN EDUCATION April 1983 ED235 553 (30)

Linville, Malcohm E. and Belt, Jacquelyn F. "Preventative Therapy: Helping Teachers in Training to Deal With Future Stress in the Classroom." RESOURCES IN EDUCATION February 1982 ED219 360 (11)

Longo, David J. "A Psychophysiological Comparison of the Effects of Three Relaxation Techniques: Respiratory Manipulation Training, Progressive Muscle Relaxation and Pleasant Imagery." RESOURCES IN EDUCATION April 1984 ED248 430 (24)

Maslach, Christina. "The Client Role in Staff Burnout." Journal of Social Issues, 34(4) (1978). (1)

Matthews, Doris B. "The Prevention of Teacher Burnout Through Stress Management." RESOURCES IN EDUCATION 1980 ED213 693 (26)

Matthews, Doris B. and others. "Prevention of Teacher Burnout: The Challenge of the Future." RESOURCES IN EDUCATION February 1985 ED254 517 (29)

McCarthy, Bonnie; Popchock, Carole. "Involving Teachers in Continuing Professional Development: A Teacher Center Model." RESOURCES IN EDUCATION December 1980 ED219 359 (35)

McIntyre, Thomas. "Factors Related to Burnout: A Review of Research." RESOURCES IN EDUCATION April 1982 ED218 908 (10)

McManus, John L. "Overview of Stress Effects on Body and Stress Prevention Techniques." RESOURCES IN EDUCATION April 1984 ED248 428 (27)

Meinke, Dean L. and others. "Perceived Stress Events By Teachers." RESOURCES IN EDUCATION August 1982 ED222 448 (11)

Mersky, Ronald. "Management Practices: A Major Cause of Stress Among Teachers." RESOURCES IN EDUCATION November 1983 ED253 918 (19)

Milstein, Mike M. and Golaszewski Thomas J. "Organizationally-Based Stress: What Bothers Teachers. (an end of year perspective)." RESOURCES IN EDUCATION April 1983 ED231 048 (19)

O'Connell, Carleen; Hagans, Rex. "Staff Development in Rural Schools." RESOURCES IN EDUCATION November 1985 ED265 009 (33)

Pines, Ayala M. and Elliot Aronson. Burnout. New York: The Free Press, 1980. (1)

Raquepaw, Jayne and deHaas, Patricia A. "Factors Influencing Teacher Burnout." RESOURCES IN EDUCATION May 1984 ED256 980 (12)

Reeves, Cecil. "Stress Management: A Rational Approach." RESOURCES IN EDUCATION July 1984 ED255 839 (27)

Riley, Bob E. "Teacher Stress: A Workshop Approach." RESOURCES IN EDUCATION 1981 ED212 607 (27)

Saunders, Robert Ronald and Walker, V. Foster. "Teacher Burnout/Stress Management. An Exploratory Look at an Urban School System in Alabama." RESOURCES IN EDUCATION ED236 109 (21)

Saunders, Ron; Watkins, J. Foster. "Teacher Burnout/Stress Management Research: Implications for Teacher Preparation/Personal Selection/Staff Development." RESOURCES IN EDUCATION 1980 ED225 940 (22)

Schwartz, Henrietta and others. "School as a Workplace: The Realities of Stress; Volume I, Executive Summary; Volume II, School Site Case Studies and the Role of the Principal; Volume III." RESOURCES IN EDUCATION 1983 ED239 009 (20, 30)

Southern Regional Education Board, Atlanta GA. "Incentive Actions: Career Ladders and Other Incentive Plans for School Teachers and Administrators." RESOURCES IN EDUCATION August 1984 ED252 524 (33)

Swick, Kevin J.; Hanley, Patricia E. "Stress and the Classroom Teacher: What Research Says to the Teacher." RESOURCES IN EDUCATION 1980 ED201 639 (28)

Walley, William V.; Stokes, Joseph P. "Self-Help Support Groups for Teachers Under Stress." RESOURCES IN EDUCATION 1981 ED209 212 (25)

Wangberg, Elaine. "Educators in Crisis: The Need to Improve the Teaching Workplace and Teaching as a Profession." RESOURCES IN EDUCATION March 1984 ED242 669 (15)

Welsh, Frances C. "Research-Based Answers to Questions About Stress and Burnout." RESOURCES IN EDUCATION April 1983 ED235 596 (12)

Wood, J.Y. "Toward Improving Quality of Work Life in Education." RESOURCES IN EDUCATION August 1981 ED208 566 (29)